Title I Update

Spring 2006

Agenda

- 2006-2007 school year allocations
- USDE/SEA compliance monitoring
- Recordkeeping
- Desk Audits
- Internet Application
- Supplement vs. Supplant
- Personnel / Para professions
- Parent Involvement
- School Choice
- Supplemental service providers/School Choice
- Reauthorization

2006-2007 Allocations

- Projected amount \$ 64,827,773
- Only a projected amount because it is calculated using previous year poverty factors
- While it is a slight increase from last year's allocation it is the second lowest lowa Title 1 allocation in the last 5 years.
- Final (real) allocations will not be sent to the State until May (June)
- Local guarantee "85%" of previous year.
- Title 1 Allocations are part of 3 funding sources

President Budget for 07-08

- Cuts education funding
- Eliminates approximately 42 education programs
- Spector/Harkin Budget amendment passes Senate

U.S. Department of Ed – Compliance Monitoring

- The Department is really focusing on compliance monitoring.
 - Rosalyn School District- 11.2 million. OIG is involved
 - USDE monitoring team includes OIG -looking for equipment, annual comparability determinations, schoolwide eligibility, private school allocations, state assessments, choice, supplemental services, ISPs
- USDE requiring States to monitor LEAs on regular basis.

Recordkeeping

- Equipment label and record
- Comparability(for required schools)- Annual records
- Notifications:
 - School Choice
 - Supplemental Services
- Within district Targeting of Funds
- Private school negotiations
- Paraprofessional qualifications

Desk audits

- The USDE is more focused on regular state audits/monitoring of LEA Title I programs
- Iowa Title I Office is in the process of designing a desk audit procedure for districts with smaller allocations
- Audits will be conducted via polycom units located within school districts.
- It will take time to perfect the system, will ultimately be more efficient

Title I Internet Application

- http://www.edinfo.state.ia.us
- Application Accuracy means timely approval
 - Annual Application
 - Selection of Schools
 - Project Narratives
 - General Budget
 - General Carryover
 - Schoolwide Operating Programs
 - Within District Target Funds
 - Staff Assignments
 - Other Forms
 - Statement of Agreement
 - Schoolwide Indication of Planning
 - Delinquent Application
 - Migrant Application

Title I Internet Application New Forms

- Comparability Form:
 - An additional screen will be provided for LEAs that are required to report on comparability
 - LEAs containing two or more buildings with similar grade spans must report on comparability
 - 62 LEAs were required to report in 2004-05.
 - This screen has a separate due date than the application date.

Title I Internet Application

- Within District Targeting of Funds:
 - Title I Online Application now <u>requires</u> documentation for appropriately targeting funds to buildings (including non-public schools)
 - Section 1113 of NCLB
 - Districts serving private schools must complete this screen
 - Districts with enrollment over 1000 that use Title I funds in more than one building must complete this screen

Within District Targeting of Funds

If a district serves any schools below 35 percent poverty, the district must allocate to <u>all</u> its participating schools an amount for each low-income child in each participating school that is at least 125 percent of the district's allocation per low-income child.

A district's allocation per low-income child is the total district allocation under Title I, Part A divided by the number of low-income children in the district as determined using the poverty measure selected by the LEA to identify eligible school attendance areas. The LEA then multiplies this per-child amount by 125 percent.

A district calculates 125 percent of its allocation per low-income child before the district reserves any funds.

A district serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of the district's allocation per low-income child. The per-child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.

A district is not required to allocate the same per-child amount to each or school. However, the district must allocate a higher per-child amount to schools with higher poverty rates than it allocates or schools with lower poverty rates.

Private School Allocations

- Private schools must be made aware of the required allocation procedure.
- Public school must negotiate services with eligible private schools
- Private schools may pool their funds for service.

Supplement vs. Supplant

- Under section 1120A(b)(1)(A) of Title I, funds must be used under Title I only to supplement, not supplant the amount of funds that would, in the absence of the Title I funds, be made available from non-federal programs
- Title I funds may not be used in a targeted assistance program to provide services otherwise required by law to be made available
- Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as having the greatest need for special service.

Title I Service Delivery Models

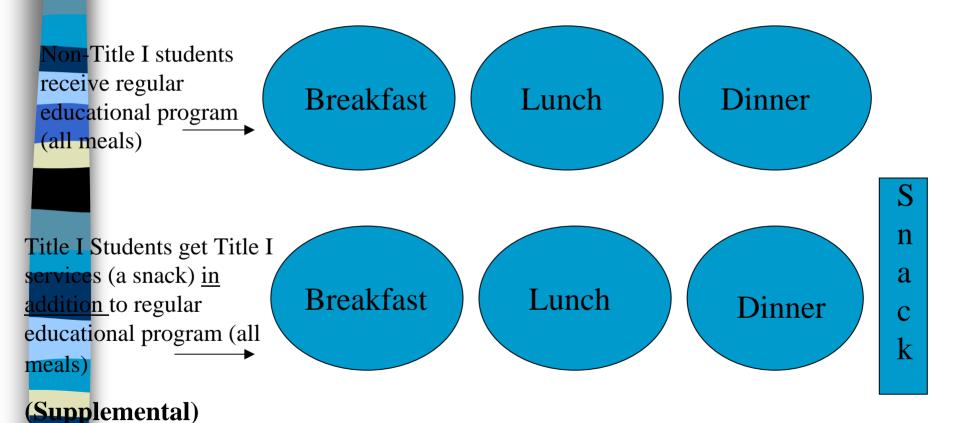
Targeted Assistance Programs

- Only eligible students are served
- 533 TA buildings in 2005

Schoolwide Programs

- All students in the building are considered Title I students
- <u>135</u> SWP buildings in 2005

Supplementing Instruction

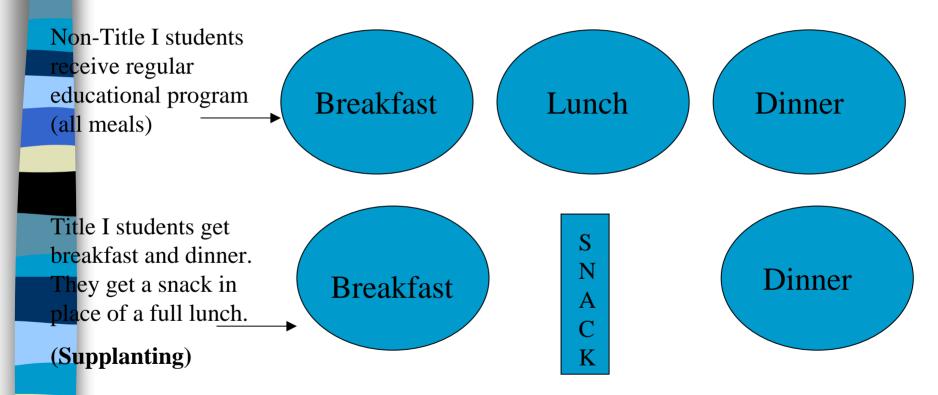


meals. Title I is a supplementary program.

▶ If Title I was not there, Title I students would <u>still</u> get all

Supplanting Instruction





▶ If Title I wasn't there, Title I students would <u>not</u> get what the regular education students receive. Title I students get a snack instead of a full lunch. This is supplanting and constitutes a misuse of Title I funds.

Targeted Assistance Programs

- Targeted Assistance...
 - Grouping Practices (Can we do that?)
 - Pull out/In-class or combination
 - Incidental inclusion
 - Entering & exiting the Title I program
- Supplement vs. Supplant
 - "What if Title I wasn't there?"
 - Does that child receive ALL that the district is required to provide (reading/math)?

- Targeted Assistance
 - What is it?
 - Who is eligible for service?
 - Supplement vs. supplant

- PK-2 (See Review Checklist)
- Grades 3 & above (See Review Checklist)

Title I Personnel

- Title I funded personnel in a Targeted assistance program
 - Title I teacher and Title I paraeducators
 MUST operate according to Title I regulations for the percentage of the day during which they are paid with Title I funds.

- √ Title I Reading teachers must have a Reading Endorsement
- √ Title I Math teachers need no additional endorsement

Title I Paraeducators

- Targeted Assistance Program
 - Para educators funded through Title I must be qualified under NCLB
- Schoolwide Programs
 - ALL paraeducators in a Title I schoolwide building must be qualified under NCLB (regardless of funding source)

www.state.ia.us/educate/

Neb site:

www.state.ia.us/educate/ecese/asis/ibp/para/index.html

Title I Schoolwide Programs

- Schoolwide Programs for Title I (SWP)
 - What is it?
 - Who is eligible for service?

- Allocations remain the same in the event of SWP delivery programs
- (See Handout)

Revision Time for Schoolwide Plans

- All Title I Schoolwide plans <u>must</u> be reviewed and revised for 2006-07.
- New or revised plans must be submitted to the state Title I office by E-mail or US Mail.
- Title I application approval is conditional upon the receipt of this plan.

Decisions about Title I services

- Each year, each building must analyze its own student achievement data and make appropriate decisions about Title I services.
- Title I services should based on current conditions, not past traditions

(...within the boundaries of Title I Legislation)

- Are we offering reading/or math...why?
- What grade levels are we serving...why?

Coordinating Funding Sources Under Title I Schoolwide Programs

 Resources from a variety of sources can be used to support a schoolwide program

 See Handout detailing Title I Schoolwide Programs

Title I Preschools

- Districts may choose to use all or a portion of their local Title I funds for a Title I preschool program
- No additional funds are provided for this purpose
- IQPPS: (Iowa Quality Preschool Program Standards)

Migrant Programs

- Definition: A migrant child is a child whose parent or guardian has moved to a different school district (in-state or out-of-state) within the last 3 years to find employment in agriculture on a seasonal or temporary
- ✓ Examples:
 - Meat packing
 - Vegetable canning
 - or any kind of crop fieldwork
- ✓ Migrant funds supplement, not replace, Title I services and district programs for migrant children.
- √ (See Handout)

Title I Program Evaluation

- Districts must have a system in place for annually evaluating the Title I program
- Parents & staff should be included in the review process for the purpose of suggesting potential programming needs or changes
 - Documentation of the evaluation process is required
 - Surveys may be used

(See Handout)

Title I Parent Involvement

- A Title I Parent Involvement Policy
- Parent-School Compact
- Annual Parent Meeting
- Parent Information & Assistance
- Parent Training for Student Academic Success

(See Handout)

NEW REQUIREMENT

- Parent Involvement Policy AND Parent-School Compact must be reviewed and updated for the 2006-07 school year.
- These documents must be submitted to the state Title I office by E-mail or US Mail.
- Final Title I application approval is conditional upon the receipt of these documents.

SINA

- In 2005-06, schools were required to test these grade spans. Data will be made available through lowa Testing.
- Negotiations with the USDE continue relative to collapsing grades 3-8.
- Watch for information about the use of current data for AYP.
- Iowa DE officials are advocating for the best interest of Iowa schools.

SINA

- Identification (see handout)
- Sanctions
 - School Choice
 - Supplemental Services
 - Restructuring, or other sanctions

ALERT!

(speaking of school choice)

- District designees who complete Project Easier need to assure that information about students who access school choice are from SINA schools only.
- Not to be confused with open enrollment students.

Public School Choice

- Title I schools must offer public school choice to their students if the school is:
 - 1. In the first year of school improvement,
 - In the second year of school improvement,
 - 3. In corrective action, or
 - 4. In the planning year for restructuring.
- District must keep track of the following for each identified building:
 - 1. The number of students eligible for choice
 - 2. The number of students requesting choice
 - 3. The number of students granted choice

[Title I, section 1111(h)(4)(F)].

Eligible students

- All students enrolled in the Title I SINA schools are eligible for choice.
- If it is not possible to offer choice to all students requesting it, then priority must be given to the lowest achieving, low income students.

Schools that can receive students

Any school offered as a choice option must have higher academic performance than the school of origin and may not be identified for improvement.

How many options?

If more than one school is available as a choice option, the LEA must offer more than one choice to eligible students.

Schools that *cannot* receive students

- Students may not transfer to any schools that:
- 1. Have been identified for improvement, corrective action, or the planning year of restructuring; or
- 2. Have been identified by the State as persistently dangerous.

Notifying parents (Part 1)

An LEA must provide an explanation of the choice option to all parents of students enrolled in Title I schools that have been identified as having to provide choice.

This notification must be in a comprehensive, easy-to-understand format, and to the extent practicable, in a language the parents can understand.

Notifying parents (Part 2)

- At a minimum, this notification must:
- Inform parents that their child is eligible to attend another public school due to the less than adequate performance of their current school;
- Identify each public school, including public charter schools, that the parent can select; and
- 3. Describe the performance and overall quality of those schools.

Length of time for choice

- If an eligible student exercises his or her choice option, an LEA must permit the student to remain in the new school until the student has completed the highest grade in the school.
- However, the LEA is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for school improvement, corrective action, or in the planning year of restructuring.

What if no schools are available?

(Part 1)

- Parents must still be notified that their child's school is identified for school improvement and that the child is eligible for choice, but that no choices are currently available.
- Such notification might also inform parents of the option of supplemental services for those children who are eligible.

What if no schools are available?

(Part 2)

- This may occur when all schools at a grade level are in school improvement. In this case, the LEA shall, to the extent practicable, establish a cooperative agreement with other LEAs in the area.
- Other situations may also exist, such as where there is only one school in the district or when the rural or isolated nature of an LEA prevents choice. In these situations, the LEA may offer supplemental educational services to all students who are eligible.

Responsibilities of the receiving school

A school that receives students under this program must ensure that the students are enrolled in classes and other activities in the school in the same manner as all other students in the school.

Choice-related transportation

- An LEA must pay for, or provide, transportation to the new school.
- An LEA is responsible for transportation until the school of origin is no longer in improvement status.

Funding for choice

- Unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for supplemental educational services, an LEA must spend up to an amount equal to 20 percent of its Title I, Part A allocation, before any reservations, on:
 - 1. Choice-related transportation;
 - 2. Supplemental educational services; or
 - 3. A combination of (1) and (2).

Establishing priorities

When more students request services than the school district can fund, the school district must place a priority on serving students who are the lowest achieving.

Understanding Supplemental Educational Services

- High quality, research based tutorial programs
- Designed to increase the academic achievement of children
- Parents are given the opportunity to select a service from a list of state approved providers

Understanding Supplemental Education Services

- Transportation is not provided by the district
- Outside the regular school day
- Aligned with district content standards and instruction

State Role In Supplemental Education Services

- Control the provider approval process
- Assist with the monitoring of services and program implementation
- Notify districts of changes/updates with the law

District Role in Supplemental Education Services

- Notify parents annually of service availability
- Establish a process by which parents may sign students up for services
- Meet with providers regularly
- Enter into a contractual agreement

- Pay the per pupil allocation for services provided
- Monitor program implementation
- Collaborate with the state
- Develop an ISP (individual student plan) for each student served

Provider Role in SES

- Ensure that instruction is research based, of high quality and is consistent with local standards
- Provide academic assistance to students
- Work collaboratively with the district, principals, and parents
- Provide written feedback to the parents and district regarding student progress. ISP reporting.
- Meet all applicable federal, state and local health, safety, and civil rights laws
- Be approved by the state

Calculating Supplemental Education Services Costs

Districts must set aside an equivalent of 20% of Title I allocation on SES/school choice, unless parent demand for SES/choice transportation can be met with less.

- 5% of Title I allocation for choice
- 5% for SES
- Remaining 10% for SES and/or choice (based on need)

Calculating The Per Pupil Allocation

Section 1116 (e)(6): each SES student must get the lesser of:

 District's total Title I allocation, divided by the number of children age 5-17 from the Free and Reduced lunch count

OR

 Actual costs of Title I services student receives

Supplemental Education Services Providers

All SES providers must be approved by the State

- Private provider
- School district (unless district is identified) for SINA schools
- Schools not identified as SINA within the district
- AEAs may apply

Desk audits

- The USDE is requiring States to audit LEAs on a regular basis.
- Iowa Title I Office is in the process of designing a desk audit procedure for smaller districts
- Audits will be conducted via polycom units located within school districts.
- Awkward at first, but stick with us. Quicker and less stressful than an on-site visit.

Paraprofessionals

All Title I funded instructional paraprofessionals in targeted assistance buildings and all instructional paraprofessionals regardless of funding source in Title I schoolwide buildings must meet NCLB requirements for the 2006-2007 school year regardless of when they were hired by the district.

NCLB Reauthorization

- Due to be reauthorized in 2007
- Will either be taken up early by Congress or delayed until after 2008 election
- Bi-partisan commission has been formed to make recommendations

Additional Info

- Neglected and Delinquent Programming
 - Rick Bartosh
 - **(515) 281-0368**
 - richard.bartosh@iowa.gov
- Title I services to Non-Public Schools
 - Paul Cahill
 - -(515)281-3944
 - paul.cahill@iowa.gov

Additional Info (cont.)

- SINA
- Statewide Support System for SINA
 - Teresa McCune
 - **(515) 281-4732**
 - teresa.mccune@iowa.gov
- Migrant Education
- Supplemental Services
 - Contact: Donna Eggleston
 - (515) 281-3999
 - donna.eggleston@iowa.gov

Additional Information (cont.)

- Migrant Education
- Supplemental Services
 - Contact: Donna Eggleston
 - (515) 281-3999
 - donna.eggleston@iowa.gov
- Title I Schoolwide Programs
- Title I Comparability
 - Contact: Sandy Johnson
 - (515) 281-3965
 - sandra.johnson@iowa.gov

Additional Information (cont.)

- Title I Support staff
 - Barbara Jay (Secretary)
 - (515) 281-5313
 - barbara.jay@iowa.gov
 - Sue Olson (Administrative Assistant)
 - (515) 281-5314
 - sue.olson@iowa.gov
 - Jill Corsbie (Accounting Tech)
 - (515) 281-5315
 - jill.corsbie@iowa.gov

2006 Title I Spring Updates

	May 2	AEA	12	Sioux City
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May 3 AEA 267 Cedar Falls

May 3 AEA 4 Sioux Center

May 8 AEA 11 Johnston

May 9 AEA 15 Ottumwa

May 9 AEA 8 Pocahontas

May 11 AEA 16 Burlington

May 15 AEA 10 Cedar Rapids

May 15 AEA 13 Atlantic

May 16 AEA 9 Bettendorf

May 17 AEA 267 Marshalltown

May 17 AEA 14 Creston

May 18 AEA 1 Elkader

May 19 AEA 267 Clear Lake